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State Normal School

Mankato, Minnesota

1915

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MAIN BUILDING — ELEMENTARY SCHOOL

Forty-Sixth Annual Catalogue
of the
STATE NORMAL SCHOOL
MANKATO, MINNESOTA



For the School Year
1914-1915

ANNOUNCEMENTS FOR 1915-1916



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Minnesota State Normal School Board

ELL TORRANCE, President.....Minneapolis

Term expires 1919

CARL G. SCHULZ, Superintendent of Education.....St. Paul

Secretary ex-officio

STEPHEN H. SOMSEN, Resident Director.....Winona

Term expires 1917

JOHN C. WISE, Resident Director.....Mankato

Term expires 1917

CLARENCE L. ATWOOD, Resident Director.....St. Cloud

Term expires 1917

JED L. WASHBURN, Resident Director.....Duluth

Term expires 1917

LESLIE WELTER, Resident Director.....Moorhead

Term expires 1919

A. P. WHITEBemidji

Term expires 1919

EDWIN J. JONES.....Morris

Term expires 1919

Calendar for 1915-1916

Summer Term

Enrollment of students.....Monday, June 14, 1915
Class-work begins.....Tuesday morning, June 15, 1915
Summer term ends.....Friday noon, July 23, 1915

Fall Term

Enrollment of students.....Tuesday, Sept. 7, 1915
Class-work begins.....Wednesday morning, Sept. 8, 1915
Fall term ends.....Wednesday noon, November 24, 1915

Winter Term

Enrollment of students.....Tuesday, November 30, 1915
Class-work begins.....Wednesday morning, December 1, 1915
Holiday vacation begins.....Thursday noon, December 23, 1915
Class-work resumed.....Tuesday, January 4, 1916
Winter term ends.....Friday noon, March 10, 1916

Spring Term

Enrollment of students.....Monday, March 20, 1916
Class-work begins.....Tuesday morning, March 21, 1916
Spring term ends.....Thursday evening, June 8, 1916

The ELEMENTARY SCHOOL will open on the days on which class-work begins in the Normal Department.

Faculty

CHARLES H. COOPER, A. M., President.....	
.....	School Management and School Law
CAROLYN M. ROBBINS.....	
.....	Principal Training Teacher, Grammar Grades
MINNIE SWEETLAND PARRY.....	
.....	Principal Training Teacher, Intermediate Grades
ALICE VIRGINIA ROBBINS, M. L.....	Mathematics
MARTHA V. COLLINS.....	Kindergarten Training Teacher
NELLIE LOUISE WOODBURY.....	Reading
JOHN A. HANCOCK, A. M....	Psychology and History of Education
KATE H. SPARROW.....	Drawing
MARY LOUISE CLARK (Fall Term).....	Sewing
EDNA SALOME FISCHER.....	Physical Education
HELEN M. REYNOLDS..	Principal Training Teacher, Primary Grades
MARVIN A. NICHOLS, A. B.....	Physics and Chemistry
JAMES M. McCONNELL, A. B.....	American History and Civics
WILLIAM W. FROST, A. M.....	English Literature
MANFRED W. DEPUTY, A. M.....	
.....	Pedagogy, Director of the Elementary School
GILBERT H. TRAFTON, A. M., M. S....	Agricultural Nature Study
ARTHUR D. WHEDON, A. B., M. S..	Biology, Curator of the Museum
NANCY C. WILLIAMS	Music
JOSEPHINE H. BOWDEN, A. M.....	English Language
GEORGE J. MILLER, M. S.....	Geography
GUSTAV S. PETERSON, A. M.....	Sociology and Psychology
CORDON W. COON, A. B.....	Manual Arts
GEORGIA LOUISE FIELD, Ph. D..	European History, Dean of Women
NATALIE LUCCOCK, B. S.....	
.....	Kindergarten and Primary Training Teacher
ETTA COULTER GREEN, B. S. in H. E.....	Foods and Cookery
CLARA M. BROWN, B. A. in Ed.....	Sewing
KATHERINE CALLAGHAN	
.....	Writing, Assistant in the Intermediate Grades
ALICE WILLIAMS.....	Assistant in the Kindergarten
FLORY E. WISE.....	Assistant in the Primary Grades
MARTHA BAIN.....	Assistant in Cookery and Sewing
RUTH JESSUP, B. A. in Ed.....	Assistant in the Grammar Grades

GERTRUDE CASE.....Assistant in Music
 ALICE N. FARR.....Librarian
 BELLE CARRINGTON.....Secretary and Purchasing Agent
 BELLE R. BEEDE (to January 15, 1915).Manager of Daniel Buck Hall
 LOUISE C. STEVENSON, A. B.....Manager of Daniel Buck Hall
 LIDA OSBORN, M. D.....School Physician
 HENRY S. HOLMAN.....Head Janitor and Engineer
 IDA CONKLING.....Office Clerk
 HELEN CALLAGHAN.....Assistant in the Library

Additional Teachers for the Summer Session of 1914

ELLEN C. DAVIS, Mankato Normal School, Geometry.
 D. H. HOLBROOK, A. B., East High School, Minneapolis, History.
 PAUL E. BOUTWELL, M. S., University of Wisconsin, Physics.
 EMMA C. O'DONNELL, Mankato High School, Geometry and Algebra.
 MARGARET D. PUMPHREY, Oak Park, Ill., Primary Methods.

The Mankato State Normal School

General Information

Plan, Purpose and Location. The school is maintained by the state for the purpose of training teachers for the elementary schools. There are two departments, the Normal School proper and the Elementary School.

The latter is a public school of high grade organized according to the general plan of public school work into eight grades and a kindergarten. While maintained upon a high plane of efficiency as a school, it also serves as an observation school for normal school students and as a laboratory for their training.

The Normal School has as its standard course of study a two-year course based upon the four-year state high school course. It maintains also for the present a four-year course of study based upon two years of high school work; the program for this course is made up of a combination of high school work with the standard two-year course. The school also offers three-year courses for the training of special teachers in Home Economics, the Manual Arts, and Music.

It was opened in 1868, being the second normal school established by the state. Its graduates number about 3,000 and several times this number have been partially trained for service in the public schools.

Mankato is easily reached from all directions. It is a city of twelve thousand people with the advantages afforded by a flourishing small city.

The Library

The number of volumes in the library is about 14,000. The Dewey decimal system of classification is in use and a dictionary card catalogue makes the books easily available to readers.

A carefully chosen library for the children of the model school occupies a room adjoining the main library, affording to all students the opportunity to become familiar with the best literature for children.

A collection of mounted pictures illustrating various subjects in the school course has been classified and catalogued and is a valuable addition to the equipment.

Students have free access to the shelves. The topical method of study which is generally used in the several departments of instruction requires a large amount of reference work. In this way students are trained under the supervision and with the assistance of an experienced librarian to know and use books. The librarian will meet all new students as often as may seem necessary, to give them a working knowledge of the library as early in the year as possible. Some instruction is also given by lectures on library methods and juvenile literature.

A good selection of current periodical literature, both professional and general, is provided. An excellent opportunity is thus afforded the students to inform themselves upon current affairs and gain the wide general knowledge that is necessary for the successful teacher.

The main library is housed in a beautiful room ninety by forty-five feet, affording room for a hundred and thirty readers.

The Museum

The museum contains several hundred mounted birds, several hundred bird skins, some of the commoner mammals of the state, a fair collection of amphibians and reptiles, several thousand specimens of fishes, a collection of invertebrates, herbarium specimens and other plant material, a collection of minerals and specimens of Minnesota rocks, a collection of Philippine corals, and numerous fossils.

Expenses

Tuition is free to all students admitted into any of the classes of the Normal Department provided they sign a pledge to teach two years in the public schools of the state. Persons not willing so to pledge themselves may be received on the payment of a tuition fee of \$10 per term. If for any reason the intention to teach is not fulfilled the obligation can be discharged by later payment of the regular tuition fee.

Necessary text-books are rented from the school; the fee is \$1.50 per term, which insures the privilege of the reference and miscellaneous library. Students are advised to bring for purpose of reference such text-books as they may have. Those who wish to purchase the text-books can obtain them at the school at wholesale prices.

Sixty to sixty-five dollars a term is considered a fair average expenditure. Students should plan to have available a small sum for lectures, concerts and other educational entertainments. Each student is expected to purchase a course ticket for the series of entertainments arranged by the school.

Board and Rooms

Daniel Buck Hall.—The dormitory for women is situated two blocks from the school on high ground with ample space and is a beautiful structure of the Maryland colonial style, fire-proof throughout, furnishing a home for eighty-five young women. It provides all modern conveniences, and the life under the direction of the Dean of Women is that of a refined home. There are ample bath and toilet rooms on each floor; a laundry which the students may use for small pieces; a kitchenette open to the use of students since they are not allowed to use chafing dishes in their rooms. There is a large social room on the first floor and entertainments are arranged at frequent intervals. The life at the Hall is as free as is consistent with the ideals of culture and refinement that prevail.

Each room is equipped for two students and contains two large closets, a lavatory, two couch beds with all necessary furnishings, a study table, a dresser, two chairs and one rocker, and one large rug. Students are required to care for their own rooms and to furnish towels, soap, a table cover for a table 28x42 inches, a dresser scarf, and additional blankets beyond the two furnished by the school.

The cost of room and board is \$4.00 for most of the rooms; in rooms on the third floor with dormer windows it is \$3.75, and in corner rooms with two full windows or rooms with French windows it is \$4.25. No discount is made for absence under one week, and for longer absences the loss is shared between the student and the school. Meals to guests are twenty-five cents each. Bills for board and room are dated from the beginning of the term and are payable monthly in advance; all checks should be made payable to Daniel Buck Hall. Students cannot be received at the Hall before Monday noon of the opening week.

Rooms are assigned in the order of application, and each applicant must deposit five dollars which will be applied on the first month's payment; this deposit will be returned in case the application is withdrawn two weeks before the opening day. Only those students are received who expect to remain through the year.

A trained nurse resides in the Hall to whose services each resident is entitled. A charge of fifty cents a month is added to each bill to help in meeting the cost of this service. The general health of the girls has been greatly improved since the adoption of this plan.

Young women students who room outside will be received as boarders at the Hall at the rate of \$3.25 a week payable monthly in advance.

The ordinary price of board in private houses, including furnished room, light and heat, is \$4.00 to \$4.50 per week. Furnished rooms cost from \$5 to \$8 per month, according to location and excellence. Two students usually occupy a room. Men and women students will not be permitted to live in the same house except by special permission or to board or room with a family not approved by the school. Women students should not engage board or room without consulting the dean of women.

New students who have not been assigned to rooms in Daniel Buck Hall should come directly to the office of the president on arriving in the city where they will be furnished with a list of approved places. These lists cannot be sent out by letter.

Social Life and Entertainments

Many social affairs are arranged for the students by the faculty, and there is much pleasant social life within the classes and organizations of the school.

A course of entertainments of high grade is arranged for the students which is furnished at the exceedingly low price of one dollar. The course of 1914-1915 consisted of eight numbers, among them the Philharmonic Club of leading members of the Minneapolis Symphony Orchestra, the Bostonia Sextette Club, the MacPhail Quartette Club with soprano, the International Operatic Company, and a lecture by President Vincent. Other lecturers have been brought to the school, among them President Southwick, the Shakespearean interpreter.

A similar course has been arranged for the coming year.

Courses for Special Teachers

Courses have been established for the training of teachers in special subjects to meet the demand from the public schools of the state. These courses are of three years in length beyond the high school and are planned to meet the requirements of schools receiving special state aid for work in these lines. They lead to special diplomas.

They have as their basis the standard course of study and include a full year's work of twelve units in the special subject. They include courses in the Manual Arts, Home Economics, and Public School Music. Full statements are to be found under the descriptions of the work of the departments later in this catalogue.

The Elementary School

This department, with about three hundred and fifty children enrolled, includes grades from the kindergarten to the eighth. The school is organized in four groups, the kindergarten, the primary, the intermediate and the grammar. In immediate charge are the director and ten training teachers, all equipped for their duties by long experience and special training. These instructors supervise and direct the teaching done by the students of the Normal Department and teach a number of classes daily.

The continuity of the work of the school is carefully preserved by the supervision of the director. Each pupil-teacher is required after a general outline is given to plan the work daily in detail and to submit these plans for criticism and amendment. The instructors are sympathetic and tactful and give counsel as needed, and the greater part of the teaching is in the presence of some one of them. The quality of the teaching is not allowed to deteriorate; careless work is not permitted; enthusiasm, freshness, vigor and high ideals characterize the work done by the pupil-teachers, whose training makes them effective and desirable teachers.

The course of study makes it possible to take advantage of the best current ideas on education. Personal attention is given to children deficient in one or more subjects. The children have access to the general library which includes a large number of books carefully selected for children.

Throughout the school course much attention is given to sewing, cooking, manual training; in these subjects the children have the advantages of the normal school equipment and instructors.

The tuition is one dollar per term in the fourth grade, two dollars in the fifth and sixth grades, and three dollars in the seventh and eighth grades; it is free below the fourth grade. In each grade all needed text-books are furnished.

The school is housed in a building erected in 1909, connected with the main building by a short bridge. In arrangement, heating, lighting and ventilation it embodies the best ideas of the time.

The Summer Session

The session of 1915 will extend through the six weeks from June fourteenth to July twenty-third. The higher entrance requirements announced elsewhere for the regular school year will not be effective for the summer term, but students will be admitted on second grade certificates, promotion to a state high school, or the four state certificates in arithmetic, grammar, geography and history. A minimum of fifteen years of age is required.

Each class will do double work daily in each subject and only two subjects are allowed. No review work is offered. The work will be of the same scope and quality as the work of other terms, the teachers being from the regular school faculty. Circulars will be sent on application.

Summer Term Program, 1915

7:45	9:45	2:00
History of Education 2*	Pedagogy*	American History 3*
Rural Sociology and School Adm.*	Civics 2*	Reading 3*
Literature 4—Shakespeare*	Literature for Children*	Agricultural Nature Study*
Primary Methods*	Upper Grade Methods*	Sanitation and App. Physiology*
Arithmetic 3*	Psychology 1*	Geography 4*
Sociology 2—Social Problems*	Psychology 2*	Sewing 1*
Sewing 2*	Geography 3*	Physics—Heat, Light and Sound
Physics—Mechanics	Grammar 3*	Algebra 2
Elementary Physiology	American History 2	American History 1
Elementary Physical Geography	Geometry 2	Elementary Civics
Geometry 1	English Composition	Grammar 2
Arithmetic 2	Elementary Geography	

7:45, 9:45, 3:40—Writing Classes, Palmer System.—This may be taken by strong students as an extra subject.

11:15—Conferences on Primary and Upper Grade Work.

*Starred subjects are credited on the course for High School Graduates.

A standing in Plane Geometry is required as a condition of receiving a standing in Physics. Sewing is offered only to students regularly enrolled in the junior and senior classes.

A good working knowledge of Arithmetic, Grammar and Algebra is required for admission to classes in these subjects; students who complete the classes marked "2" will receive certificate standings.

Diplomas and Certificates

Diplomas are issued on completion of the standard course of study, either the two-year course for high school graduates or the four-year course based upon two years of high school work. These diplomas have the legal value of first grade certificates, and on endorsement for successful work become life certificates. College graduates are enrolled as seniors and can complete the work in one year.

Three-year courses are offered in Home Economics, the Manual Arts and Music. These courses consist of the standard two-year course with one full year of work in the special subject; a special diploma is given on completion of these courses which is a legal qualification for teaching the special subjects under rules made by the State High School Board.

The elementary course of one year for high school graduates is still authorized by the State Normal Board. But since only holders of the advanced diploma will be qualified hereafter to teach in the graded school systems of the state, the value of this diploma is reduced to the value of a first grade certificate, and the course will be given only by special arrangement.

High school graduates who have completed one year of the two-year course will be given first grade certificates if their work has

been of such quality as to commend them for the teacher's work; the course will be slightly modified in preparation for rural school work. This provision will enable those who have not sufficient funds to keep them in school for two years to secure well-paying rural schools after one year. This certificate will be given to students who have completed two years' work of the four-year course.

A second grade certificate will be given on completion of one year's work of the four-year course.

The State Superintendent will accept complete standings from the normal schools in subjects prescribed for teachers' certificates.

Credit at Colleges and Universities

The College of Education of the University of Minnesota gives two years of credit to graduates of the normal school, admitting them to the junior class; graduates from the kindergarten-primary course receive but one year of credit.

The College of Liberal Arts of the University of Minnesota and the colleges of the state offer one year of credit to all graduates from th normal schools who shall bring certificates from the presidents recommending them for such credit.

Requirements for Admission

1. **To the Four-Year Course.**—Two years of high school work or a first grade state certificate. Applicants having additional high school credits will receive advanced standing as far as it can be given under established rules.

2. **To the Courses for High School Graduates.**—A diploma from an accredited high school of Minnesota or other states, or evidence of an equivalent training. Official records should be presented when application for admission is made; a convenient blank is to be found in this catalogue.

3. **For Special Work.**—Experienced teachers properly qualified will be admitted to the school for the purpose of doing special work subject to the approval of the president. They must present certificates from the superintendents under whom they have taught testifying to their success and fitness for work of teaching.

Students whose scholarship is poor or who for any reason seem to the faculty unlikely to become successful teachers will not be retained in the school.

The first day of each term will be devoted to registration and classification. It is important that every student be on hand the very first day.

The Standard Course of Study

FOR HIGH SCHOOL GRADUATES.

JUNIOR YEAR.

UPPER GRADES	LOWER GRADES	KINDERGARTEN-PRI- MARY
Psychology 1.	Psychology 1.	Psychology 1.
Nature Study.	Nature Study.	Nature Study.
Music 3.	Music 3.	Music 3.
Drawing 3.	Drawing 3.	Drawing 3.
Industrial Elective.	Industrial Elective.	Industrial Elective.
Arithmetic 3.	Arithmetic 3.	Reading 3.
Geography 3.	Geography 3.	Literature 6.
Grammar 3.	Literature 6.	Primary Methods.
Civics.	Primary Methods.	Kindergarten Observa-
American History 3.	Kindergarten Theory 1.	tion ($\frac{1}{2}$)
Reading 3.	Story Telling.	Kindergarten Theory 1.
Literature 6.	Construction and Hand-	Story Telling.
Writing ($\frac{1}{2}$).	work ($\frac{1}{2}$).	Construction and Hand-
	Songs and Games ($\frac{1}{2}$).	work ($\frac{1}{2}$).
		Songs and Games ($\frac{1}{2}$).
		Writing ($\frac{1}{2}$).

SENIOR YEAR.

Psychology 2.	Psychology 2.	Psychology 2.
History of Education 2.	History of Education 2.	History of Education 2.
Sociology 1.	Sociology 1.	Sociology 1.
Geography 4.	American History 3.	American History 3.*
Elective.	Writing ($\frac{1}{2}$).	Writing ($\frac{1}{2}$).
Elective.	Civics 2.	Kindergarten Theory 2.
Elective.	Reading 3.	Kindergarten Teaching
Observation ($\frac{1}{2}$).	Observation ($\frac{1}{2}$).	($2\frac{1}{2}$).
Pedagogy.	Pedagogy.	Grade Observation ($\frac{1}{2}$).
Practice Teaching	Practice Teaching	Pedagogy.
($2\frac{1}{2}$).	($2\frac{1}{2}$).	Primary Teaching
School Management	School Management	($2\frac{1}{2}$).
($\frac{1}{2}$).	($\frac{1}{2}$).	School Management
	Elective	($\frac{1}{2}$).

Electives: Foods and Cookery 1 and 2; Sewing 1 and 2; Manual Arts 1, 2 and 3; Drawing 4; Music 4; Literature 3, 4 and 7; Nature Study 2; Applied Physiology and Sanitation; Geography 4 and 5; Sociology 2 (Social Problems); Mechanical Drawing; Grammar 4 (Historical Grammar); School Organization and Supervision; Household Physics.

The size of the junior and senior classes requires the formation of several sections of each class. For these sections the subjects are arranged in various combinations, so that nearly every subject is offered every term.

Three terms of Physical Education are required of each student in addition to the subjects listed.

The Academic-Professional Course

FOUR YEAR PROGRAM BASED ON TWO YEARS OF HIGH SCHOOL WORK.

FIRST YEAR.

Zoology 1.	Zoology 2.	Zoology 3.
Mediaeval History.	Modern History 1.	Modern History 2.
English Composition	2. Reading 1.	English Composition 3.
Literature 1.	Drawing 1.	Algebra 3.*
	Physical Education 1.	

SECOND YEAR.

Physics 1.	Physics 2.	Physics 3.
Drawing 3.	Music 3.	Literature 2.
Solid Geometry.*	Industrial Elective.*	Industrial Elective.*
Grammar 3.	English History.	American History 1.
	Physical Education 2.	

The work of the junior and senior years is identical with that of the Standard Course, except that the students substitute three terms of Chemistry and two terms of Literature for the subjects brought forward in this program.

Outlines of Work in the Subjects of the Curriculum

Psychology and Education

Psychology I and II.—The principal aims are to assist the student in the consideration of his mental processes with reference to the problems of learning and teaching; to develop skill in observing and interpreting the mental phenomena of childhood and youth; and to develop interest and appreciation of the point of view of those years.

The texts used are Phillips' and Kirkpatrick's during the work of the first term, and Angell's and Seashore's during the second.

A large degree of attention is given to the following topics: Individual growth and development, instinct, feeling and emotion, attention, interest, habit, the learning processes, association, imagination, memory, concept forming, and reasoning. Lesser consideration is given to the following: Sensation, the sense organs, the nervous system, suggestion, will, and such problems of abnormal psychology as sleep, fatigue, nervousness, and insanity. Individual topics are assigned for extended reading, reporting, and the preparation of papers.

History of Education.—The principal topics considered are as follows: How the problems of learning and teaching have arisen and the forms they have taken; conditions, ways, and means relating to their solution; the educational ideals of each period and their explanation; forces emphasizing principally the preservation of the past with its acquired knowledge and methods for solving problems; forces making for the development of individuality, the increase of knowledge, and the discovery and use of additional ways and means for the solution of problems; the relation of religion and art to education and their place in its development; the development of toleration and secularization; the great thinkers and teachers who have dealt with educational problems, their equipment, personality, work, and influence; the principal educational systems and institutions developed, subjects studied and why; and, current educational problems, their origin, development, and tendencies in their treatment.

Two terms. The first term's work is elective.

The texts are Monroe's and Parker's. The library reference material is abundant.

School Organization and Administration.—This course is offered for teachers of some experience who desire to prepare for the work of principalships.

School Management and School Law.—A course of weekly lectures to the senior class discussing the practical phases of the teacher's work as manager, the various relations of the teacher, and the points of school law of direct value to the young teacher.

Pedagogy.—This course gives some insight into the nature of educational principles and their application in the school room and helps the student to better understand the art of teaching and to appreciate its place among the professions.

The scope of the term's work includes the study of the nature and aim of education, the meaning and use of subject matter, and the process of teaching. In addition to text book work considerable attention is given to current educational thought and investigation as reflected in the magazines and school publications. The student is encouraged to do much individual work and to make reports to the class.

With the course the student takes also the course in Observation in the Elementary School. This provides a concrete basis for working out many of the laws and principles described in Pedagogy and gives the text books greater interest and significance.

Observation.—Required during the term immediately preceding the student's teaching in the Elementary School.

The work is done under careful supervision with the aim of giving the student an opportunity, first, to make some survey of the entire school and its larger problems; second, to study each department of the school and to observe teaching done by experts; third, to make a detailed study of the work and become acquainted with the children and subject matter in the grade where he will teach the following term; fourth, to see something of the relations of the work of this grade to that of the other grades; fifth, to become so well acquainted with the work and with the spirit of the Elementary School that teaching can be taken up at the beginning of the next term with the greatest economy on the part of the student-teacher and with little loss to the pupil.

Assignment to departments is made at the middle of the term and to particular grades toward the end of the term of observation when the student's fitness, special needs and preferences are well known to those in charge of the work.

Teaching.—During the senior year in the normal school each student must teach satisfactorily in the Elementary School for at

least one term if he desires to graduate. In some cases two terms of observation or two of teaching are required, depending on the ability and progress of the student.

The plan is such that each pupil teacher is in the department in which he is working during the greater part of the day, teaching three or four classes and having much experience in room and class management. The work necessitates careful selection and organization of subject matter, the use of approved methods and devices, and the development of tact and skill in the control of children.

In immediate charge of each department is an experienced principal who guides the work of the pupil teacher each day. But while retaining supervision she gives him full control of his work and room as soon as he is competent and encourages his self reliance and originality at all times.

At the close of the day the pupil teachers in the department meet with the principal to discuss their work and to receive such suggestions and criticism as may be needed.

All of this work with its preparation requires much time, hence it is not expected that a student carry more than one subject in the normal school department while teaching.

Grammar

Grammar 3.—The general course for high school graduates. Its purpose is to systematize the knowledge of grammar that the student already possess and to clear up matters which are somewhat vague. To these ends the whole subject of grammar is covered and various authorities are consulted. Some time is given to methods of language and grammar teaching in the grades.

Grammar 4.—An elective historical course in which the development of the English language from the Anglo-Saxon, the changes that have taken place and are taking place in the language, and the study of English grammar from the standpoint of the history of the language are the leading features.

English Composition

Two years of high school English will be presented for admission under the new requirements. Two terms of work will be required of students on the four-year program.

Literature

In the following courses the aim is to quicken the student's appreciation of literature. Although the studies are largely cultural and for the sake of literature itself, a distinct effort is made to direct the class work to the special needs of the teacher in the grades. To this end in all courses the student is taught to adapt literary masterpieces to the child's mind, to tell in a simple way the stories of the great novels, dramas or narrative poems that may be read, and to select from both poetry and prose those parts that may appeal to the child's interest.

Six courses in literature are offered as follows:

Literature I.—A study in narrative prose. Novels and short stories are read.

Literature II.—American literature. Masterpieces are read and discussed in connection with the study of the historical development of the literature.

Literature III.—A study of Tennyson and Browning.

Literature IV.—A study of Shakespeare. Dramas representing the different periods of the author's work are studied.

Literature VI.—A course in literature for children. The aim is to survey this field of literature, to select and classify the materials best suited to the teaching of English in the grades. This is primarily a reading course. The work of the class-room consisting of lectures, recitations and reports is designed to make the reading itself sympathetic and intelligent. The fundamental idea of the course is that the first duty of the teacher is to know and love her subject. Methods of teaching literature to children are not emphasized in this course.

Literature VII. Methods of teaching literature to children. (Elective.) Literature VI is prerequisite. The chief aim of this course is to study the art of interpreting literature to children. The work consists of lectures and recitations, studies in childhood, dramatizations, and the discussion and criticism of study-programs. Toward the end of the course some time is devoted to the making of a classified list of children's reading.

Reading

The courses in Reading aim primarily to develop the student's power of expression and to give him a thorough understanding of a few basic principles underlying the teaching of expression and the cultivation of vocal and bodily response as applied to reading. With this in mind the aim is to cultivate concentration and imagination and to develop the individuality of each student; to quicken his appreciation and response; and to broaden and strengthen his understanding and sympathy, to attain ease and facility in thought-getting and thought-giving in his reading.

Reading I. Required of all students who are not high school graduates. It includes the memorizing of many literary selections; much sight reading; voice drills; and the beginning of story-telling and dramatization.

Reading III. The regular course for high school graduates and arranged to supplement the preceding course. It consists of the memorizing of valuable selections and scenes from dramas, the dramatizing of short stories and some story telling and voice drill. Instruction is given in the methods of teaching reading, and there are talks on suitable reading material and supplementary reading for all the grades. Several progressive books on methods are reviewed.

The Dramatic Club has grown out of the dramatic work of the classroom and is maintained by the department. It gives valuable opportunity for personal development and growth as well as much needed training for teaching dramatization and staging of plays.

History and Political Science

I. History

Study is directed to such subjects as are most significant in world and national progress in an effort to interpret them, thus laying a foundation for a liberal study of industrial, social and political conditions. The work is based on outline and text with abundant library reference. Carefully directed class discussion is an important feature of the recitations. Due consideration is given to the geographical element in history.

Mediaeval and Modern History—Note is taken of the relation which European history sustains to the history of the New World, especially the United States.

English History.—Two leading purposes are held in view in the study of English history. The one is to acquaint the student with British political, social, industrial and religious life, to cultivate a taste for

English literature and in general to lead to a comprehension of the growth of her institutions. The other is to prepare the student for the intelligent study of early American history, since a right understanding of this necessitates a pretty thorough knowledge of English institutions and customs.

American History I.—A study of the leading topics of our history from 1750. Emphasis is laid upon the social and industrial as well as the political phases of the nation's development.

American History III.—A course for high school graduates or those who have had the previous courses or their equivalent. Its purpose is to prepare teachers of history in the grades. It consists of, (1) an intensive study of the reconstruction era and other questions, (2) some study of the pedagogy of history, (3) an examination of subject matter and its presentation in the several grades.

II. Civics

Civics II.—Advanced work assuming high school graduation or preparation in history equivalent to American History I. Attention is directed to the formation and development of the federal and state governments and their dual nature. Local government is treated in its connection with state government. The purpose is to reach a clear conception of the government in its relation to the people.

Social Science

Attention is directed to the social conditions and problems that teachers meet with in the communities where they work, these topics being treated primarily from the standpoint of their effects upon the growing child. Emphasis is laid on the necessity of the teacher knowing at least the fundamentals of his social environment. These courses are essentially practical. Very little theoretical material is considered. The plan is to study the social conditions and problems of the United States and of Minnesota with special reference to those that students will come in contact with in their teaching experience.

Sociology I.—Introductory Course. A consideration of the structure of society; an analysis of social institutions, and the social forces. Mainly a study of contemporary social life. A general view of social problems of interest to teachers.

Sociology II.—Social Problems. An intensive study of several social problems of special significance to teachers, among them crime with special attention to juvenile offenders, the social aspects of feeble-mindedness, poverty and pauperism as they relate to the school, the sociological phases of the liquor problem, insanity, and the status, causes, and effects of child labor. Elective. Prerequisite: Course 1.

Geography

Geography III.—An introductory study of the fundamental principles of geography and their relationship to life, with special emphasis upon the human response to geographic environment. Considerable time is given to the study of climate as one of the more important elements in the physical environment. The course is designed to give the student a geographic basis for further study in this department and for individual study as a teacher. The course is supplemented by laboratory work and field trips.

Geo. 3A. Teachers' Course in Geography for Primary Grades, similar in outline and content to Course 3. Emphasis, however, is placed upon the determining of the geographic environment from the study of the life response. It is required of all students preparing to teach in the primary grades.

Text: Salisbury, Barrows and Tower, Elements of Geography.

Geography IV. North America.—A course in regional geography in which industrial geography is made prominent. A study is made of the effect of physiographical features, climate, soil, geographical location, and other factors, upon industrial development. The principal commercial products are taken as a basis for the study. Type commodities are traced from their origin as raw material to their final marketing as finished products. Emphasis is placed upon the factors controlling each stage in the process and the resulting commercial and political relations between the countries concerned. The course is conducted so that the student will become familiar with the main geographical facts of each country studied but special emphasis is placed upon the economic geography of the United States.

Prerequisite: Course 3 or its equivalent.

Geography V. South America and Europe.—An advanced course in regional geography designed to serve as a type for further individual study by the student. It deals with the location, size, form, relief, mineral resources, soils, and climates of each country. Emphasis is placed upon their relation to the distribution and industries of man, and to the present and future development of each country. The course is so conducted that familiarity with the political geography is secured. Elective. Prerequisite: Course 3. This course may be taken in place of Course 4.

Geography VI. Special Regional Geography.—A course for individual students who have shown that they are capable of doing independent work and who wish to prepare for departmental teaching. Each student conducts the work through consultation with the instructor. There are no regular class hours. Permission of the instructor must be secured before registration.

Nature Study

Nature Study 1.—The purpose of this course is to give preparation for teaching nature study in the grades. The word nature study is used in a broad sense to include the study of wild animals and plants, physiology and hygiene, physical nature study, and some elementary agriculture, such as gardening, weeds, bee-keeping, and poultry-keeping.

Each topic is first studied from the standpoint of the essential subject matter which the teacher must know, and then special attention is given to the teaching side, outlines being made for the various grades and seasons, and lesson plans prepared and criticised. Occasionally nature study lessons are given to groups of children, either by the instructor or by teachers from the Elementary School, and these form the basis for class discussion.

During the fall and spring terms frequent field trips are taken to study plants and animals in their natural environment, and to learn where material may be collected. This is supplemented by laboratory study of material indoors.

Nature Study 2.—Birds and trees. During the spring term an elective is offered in which the entire time is devoted to the study of birds and trees. The Normal School, being situated at one edge of the city is well located for the field study of these forms; and during the last half of the term special attention is given to a field study of birds, so that students may acquire familiarity with the habits of our common birds. This work is preceded by laboratory studies of bird skins, which assist in the more effective identification of birds in the field.

In the class discussions a study is made of the economic value, habits, enemies, and protection of birds. In connection with trees special attention is given to forestry. Attention is also given to the teaching of these two topics in the grades.

Biology

Zoology I, II and III form a year's work including general zoology, physiology and the principles of evolution. The courses must be taken in the order named. They are required of all students in the four-year course in the second year.

Each course includes two laboratory double periods per week.

Zoology I.—The study of insects, a part of the time being spent upon the harmful and beneficial species of Minnesota.

Zoology II.—This term is devoted to a study of the Invertebrates from the Protozoa to the Arthropoda, and to the structure and functions of protoplasm. All of the fundamental physiological activities of animals are introduced and the origins of the various systems traced. Geological history and the evidences for evolution are considered.

Zoology III.—The vertebrates. The frog offers a basis for vertebrate anatomy, physiology and development. Several weeks are given to field and laboratory work on native birds. At least half the term is devoted to the mammals and man. The outline of organic evolution is completed and some study is made of the origin of domesticated animals and the principles of breeding.

School Hygiene and Sanitation.—The aim of this course is to give the teacher a knowledge and appreciation of the physiological basis for education. Among the more important topics presented are growth, sex physiology and hygiene, heredity, infectious diseases and their control, the after-effects of disease, immunity, and the present status of school hygiene. High school biology and physiology should precede this work whenever possible.

One laboratory period per week is required. Elective to advanced students.

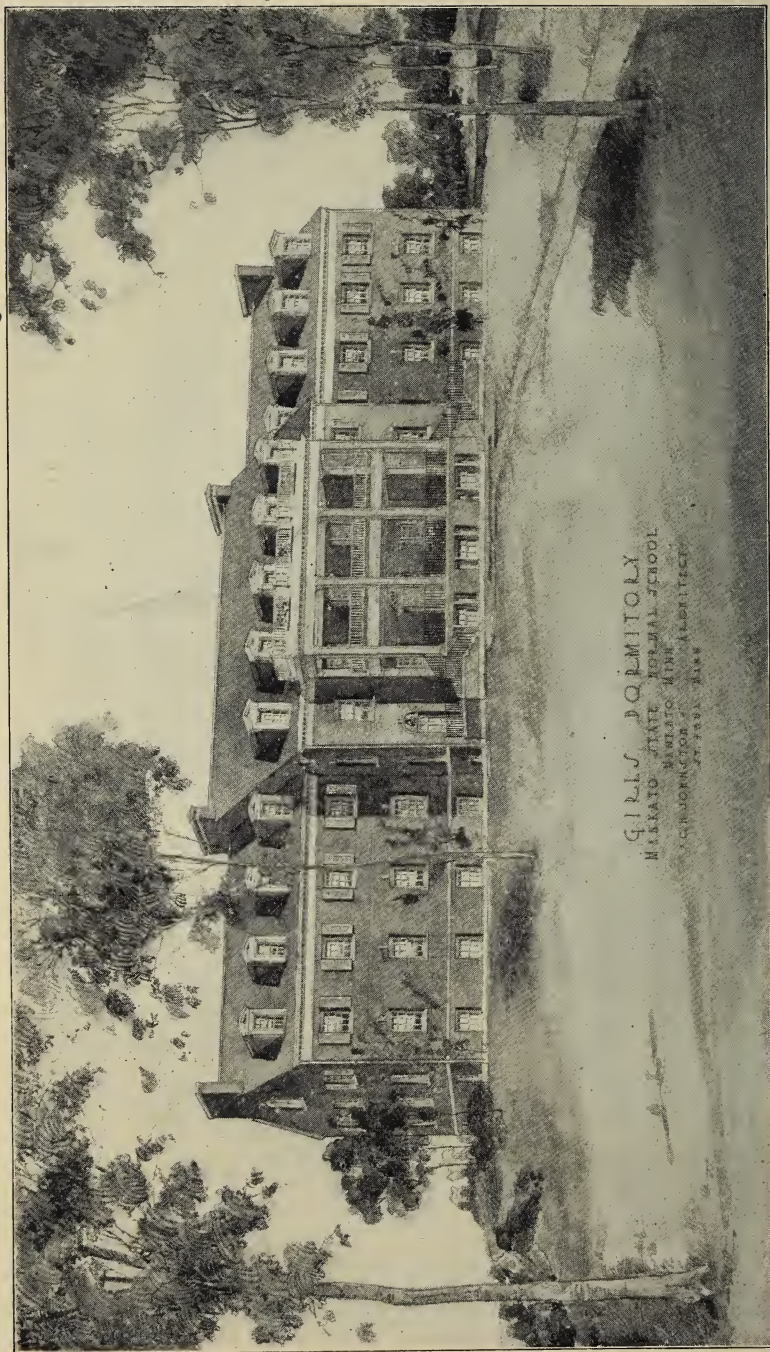
Physics

The work is divided into three parts: (1) mechanics, given in the fall; (2) magnetism and electricity, in the winter; and (3) heat, light and sound, in the spring. The class work is based on text, library reference and laboratory work. The school is well supplied with apparatus for class demonstration and for individual laboratory work, and the general library has excellent reference material for this subject. Prerequisites, algebra and plane geometry.

Chemistry

Elementary Course.—Two terms are required in the junior year. This work includes a study of the properties and reactions of some of the more common elements and compounds illustrative of the more general laws of inorganic chemistry. Supplementing this work comes a study of the more simple carbon compounds, together with elementary food analysis.

Elementary Applied Chemistry.—A third term, given in the spring, offers some quantitative work in either food analysis, water analysis, soil analysis or a study of the new common processes of dyeing, to be elected by the student. Prerequisites, high school chemistry, or the elementary work given here.



GIRLS DORMITORY
MIRAMONTE STATE NORMAL SCHOOL
MIRAMONTE, CALIF.
ARCHITECT
J. H. HARRIS



ELEMENTARY SCHOOL AND GYMNASIUM

Mathematics

Arithmetic.—Only those topics are studied that have either practical or cultural value. The student is urged to think clearly without aid from text. Careful analysis is expected; precise written form is insisted upon. While the work consists in a large degree of the subject matter, the best way to teach the subject is kept constantly in mind.

Higher Algebra.—One term.

Geometry.—Two terms are given to plane and one to solid geometry. It is the aim of the work to train the pupil to think and reason for himself, to grasp and prove any simple geometrical truth, and to give clear and definite expression to his thought. Much time is spent on the theorems and problems for original work.

Penmanship

A special teacher of Writing is employed who teaches this subject in the Normal School and supervises the work in the Elementary School. The Palmer Method is taught.

Public School Music

Music 3.—Teachers' course. It includes the study of theory, sight-reading, ear-training, tone-production and methods. Observation and teaching are done in the Elementary School under the supervision of the music teacher.

Music 4.—An elective course open to seniors and juniors who have taken the required course. It includes three distinct phases of music study: 1. Advanced theory, the writing and singing of intervals, triads and chords of the seventh; 2. Melody writing. The laws governing melodic progression and the relation of accents to meter and rhythm are studied and applied in the writing of original melodies; 3. Elementary form. Through the analysis of children's songs and other music useful for work in the public schools the student becomes familiar with small song forms. Ear training is continued in connection with each of these phases of the work.

There are three Glee Club organizations, the Girls', the Boys', and the Triangle Club. Any student with fair ability to read music and a good voice is eligible to the first two. The Triangle Club is organized to furnish opportunity to sing part songs to those students who have music ability but have had no musical advantages.

All students are required to do chorus work. Those who have had previous experience in chorus singing meet twice a week, and those without previous training meet three times a week.

Special Course in Music

Melody Writing.....	1 term
Harmonic Analysis.....	1 term
Harmony	2 terms
Advanced Sight Reading and Ear Training.....	2 terms
History of Music.....	1 term
Music Form.....	1 term
Literature of Music and Themes.....	1 term
Methods for Upper Grades and High School.....	1 term
Teaching Music.....	2 terms

Conditions for admission: 1. Music 3; 2. Ability to play and sing; 3. Pleasant speaking and singing voice; 4. Some talent for music.

A thesis is required for graduation, and the student is required to present a program of children's songs and simple art songs and classics.

The course outlined above added to the regular two-year course for high school graduates forms the three-year course in music which leads to a special diploma. Holders of this diploma are given recognition as special teachers of music under rules laid down by the State High School Board.

Drawing

The work of this department is planned especially to meet the needs of the students in their work in teaching and to develop their own power in drawing. In all courses a part of the time is given to a brief review of the important schools of painting and a study of the principal styles of architecture, well illustrated by means of pictures.

During the term of teaching in the elementary school practice is given in teaching when desired under the direct supervision of the art instructor.

Drawing 1.—Perspective and free hand sketching from objects of which the department has a carefully selected and valuable collection.

Drawing 3.—Includes work in perspective, sketching, mechanical drawing and color.

Drawing 4.—Is a special course given to those wishing further study. The work includes charcoal, blackboard sketching, water-color and the use of colored crayons. Elective.

Manual Art.—A special course given in connection with the course in Manual Training for students wishing to specialize in this work. The course extends through three terms and includes Mechanical Drawing, Free hand sketching and Design. Elective.

Manual Arts

A three-year course is offered to prepare teachers of Manual Arts. It includes pedagogical training, extended experience in shop and drawing room and twenty-four weeks of practice teaching under close supervision. This work added to the two-year course meets the requirements for a consolidated school principalship and leads to a special diploma.

Any of these courses are elective to the general student body if the applicant has had the prerequisite courses. In each course special consideration is given to methods of teaching. All courses require two hours a day except as noted.

1. **Elementary Bench Work.**—Includes a study of tools—their uses, names of parts, adjustment, care and how to sharpen. Instruction pertaining to the structure of wood, lumbering operations, seasoning, characteristics of good lumber, defects, methods of preserving lumber. Note book work, bench work, working drawings. Fall term.

2. **Cabinet Making.**—A continuation of Course 1. Simple furniture. Emphasis on design. Use of wood working machinery. Winter term.

3. **Advanced Cabinet Making.**—Continuation of course II. Use of wood working machinery. Emphasis on factory methods. Wood-finishing. Spring term.

4. **Free Hand Drawing.**—One hour a day. Fall term.

5. **Mechanical Drawing.**—An elementary course covering the following subjects—use of instruments, geometrical drawing, lettering, simple working drawings introducing the theory of projections, revolutions, developments, sections, intersections, free hand perspective and orthographic sketching, tracing and blue printing. The student will need a set of drawing instruments costing from \$3 up. Winter term.

6. **Machine Drawing.**—Nuts, bolts, gears, plates of machine details, cams, valves, etc. Sketching and tracing. Architectural details and conventions. Spring term.

7. **Sheet Metal Work.**—Projects are worked out which bring in typical operations in the handling of sheet metal. Work in sheet copper and sterling silver. Sawing, filing, piercing, riveting, soldering hard and soft, etching, enameling, repousse work.

8. **History, Organization, Courses of Study.**—The first part of the course aims to establish a basis for an understanding of the present educational and industrial need. Attention is given to the development of Manual Arts in this and European countries and to its literature. Problems of organizing, teaching and supervising manual training in elementary and secondary schools are discussed and considerable time is given to the planning of courses and equipment, and to the arrangement of subject matter for teaching. One hour a day.

9. **Cement.**—Aggregates, theory of proportions, methods of mixing, properties, adaptability and value. Making forms and casting same for such objects as—foundation with footing, pier, machine base, water trough, round and square flower pots, side walk, fence post, etc. Appropriate methods of decoration are considered.

10. **Teaching.**—Students will have charge of elementary school work under the direction of the supervisor. Planning courses of study.

11. **Elementary Hand Work.**—This course consists of exercises suitable for the lower grades. Paper and cardboard construction, clay modeling and pottery, weaving and basketry, thin wood construction. One hour a day.

12. **Forging.**—A course for beginners in forging leading to some tool and art smithing.

13. **Carpentry.**—Construction details are worked out full size. A small building as a garage or wood shed is constructed. Prerequisite two terms of wood work.

Home Economics

Foods and Cookery I.

Production, manufacture and chemical composition of typical foods; their classification into food principles; changes in digestion; functions in nutrition.

The scientific principles underlying the cooking of the food principles and application in cookery processes.

Foods and Cookery II.

(a) Review of the scientific principles underlying cookery and their application in the preparation of typical foods. Changes in digestion; functions in nutrition.

(b) Cost and nutritive value of foods; preparation and serving of meals; the planning and preparation of typical dietaries. Budget-making; the purchasing of supplies.

Elementary Garment Making (Sewing 1.)—Includes hand sewing; use of commercial patterns; the construction care and use of the sewing machine; the making of undergarments and a simple wash dress; the study of textile fibers and fabrics; the method of presentation of grade sewing problems.

Elementary Dress Making (Sewing 2.)—Includes the fitting up and use of dress forms; designing, cutting and making of cotton and wool garments; a brief review of textile work.

Special Course in Home Economics

Drawing and Designing	1 term
Elementary Garment Making	1 term
Elementary Dress Making	1 term
Physiology	1 term
Hygiene, Sanitation, Home Nursing.....	1 term
Foods and Cookery	2 terms
Home Management	1 term
Clothing and House Furnishing.....	1 term
Teaching Home Economics	1 term
Sociology 2	1 term

Prerequisite: Elementary Chemistry. Students who have not a standing in elementary chemistry may be admitted, but will be required to take it in addition to the subjects listed above, remaining for a summer term in addition to the two years. Another general elective may be taken by students who have had the sociology. Those who have satisfactory standing in high school cooking and sewing will be allowed to take the chemistry in place of the elementary courses in those subjects. A thesis is required for graduation.

The three-year course consists of the regular two-year course of the normal school and the course in home economics given above. This course gives standard preparation for special teachers of the subject in consolidated schools and others with similar requirements. A special diploma is given to those who complete the work.

An outline of the courses follows:

Foods and Cookery.—(a) Production, manufacture and chemical composition of typical foods; their classification into food principles; changes undergone in digestion; function in nutrition.

(b) Study of fundamental science principles from chemistry, physics, biology, and bacteriology, and their application in the cooking of typical foods. Ten hours of laboratory work per week. Prerequisites: Chemistry (El. course.)

Home Management.—This course is designed to emphasize the function and responsibility of the homemaker. It deals with the distribution of the family income; budget making; the purchasing of supplies; the planning and preparation of typical dietaries; the cost bearing a definite relation to the income; the importance and cost of sanitary cleanliness and its application in the laundry and in the care of a house; the use and economic importance of labor saving devices; house furnishing and equipment.

Teaching Home Economics.—This course includes observation of teaching, the making of lesson plans, outlines for courses of lessons, and practice teaching. It considers, also, the planning of courses for rural schools, grade classes and consolidated schools, together with sketches and architectural drawings of types of equipment as limited by use and cost.

Elementary Garment Making.—Includes hand-sewing; the use of commercial patterns; the construction, care and use of the sewing machine; the making of simple outer garments.

Textiles and Elementary Dressmaking.—(a) The study of the textile fibers and fabrics, by means of physical, chemical, and microscopic tests.

(b) Designing, cutting, making of waists and dresses following simple tailor designs.

Clothing and House Furnishing.—(a) Clothing in relation to health and to the budget.

(b) Dressmaking.

(c) Color harmony, furniture, wall and floor coverings, curtains, pictures, ornaments, general equipment with reference to suitability and the budget.

Physical Education

This department aims to put into the hands of the teacher simple forms of rhythmic and corrective exercises, folk dances, and games for use in the schoolroom and on the playground.

Through stimulative exercise we aim to secure for the individual a desire for physical activity and to increase his endurance. Practice of the Swedish "Days' Order" trains the body to prompt and decisive action and to a more healthful and beautiful carriage. Special exercises are prescribed after physical examination.

Physical Education 1.—The development and practical application of German and Swedish exercises, drill with light apparatus, and folk dances.

Physical Education II.—Further rhythmic and corrective drill, talks once a week on the nature and value of physical education and its relation to the growing child, and games.

Physical Education III.—The more complicated folk and aesthetic dances, military tactics, and advanced Swedish drill. The work of this term is for personal development chiefly.

Three terms of work in the gymnasium are required of all students, classes meeting four days a week.

Each young woman is required to have a gymnasium suit, consisting of a loose waist and divided skirt gathered at the knees. Shoes must be low and without heels.

The young men of the school play interscholastic games of football, basket ball and baseball in season. Teams in basketball, volley ball and indoor baseball are organized for the young women.

The new gymnasium affords the best facilities for this work. It contains a fine basketball court with galleries, necessary apparatus, baths and lockers.

Kindergarten and Primary Courses

There is need for closer correlation between these departments because of the growing demand for primary teachers with kindergarten training and the equal desirability that kindergarten teachers, most of whom teach in primary grades, have training also in primary work. Our plan of correlation provides for the separate existence of both departments but secures an enrichment of each by affording in each department a training in courses that are fundamental to the other. In this way every lower grade teacher is given a comprehensive view of the whole field of lower grade work.

Under this new arrangement all students entering the Normal School will, after consultation with those in charge, enroll for **upper** or for **lower** grade teaching, and their courses of study will be arranged accordingly. During the first two twelve weeks terms those who have decided to prepare for lower grade teaching will have their courses in common, but at the end of the second term they will be again divided into two groups: first, those who have shown that they are best fitted to take the major part of their work in the kindergarten will be placed in the courses that lead to the kindergarten diploma. Second, those who are best suited to upper primary work will be placed in the courses which require a less amount of work in the kindergarten and at the end of their course will receive the regular advanced diploma.

The number of juniors enrolled in these courses is limited to one hundred.

The Kindergarten Course

The kindergarten course holds equal rank with the other advanced courses and the diploma becomes a life certificate when endorsed after two years of successful teaching. A high school diploma or evidence of equivalent preparation is required for admission to the kindergarten course. Ability to sing is required, and it will be to the student's advantage to be able to play the piano.

Those who take the kindergarten course proper, will, in addition to taking the academic and professional courses required in the normal school department under the special teachers of subjects there, take the kindergarten and primary courses described below. For the full outline of all courses see page 14 of this catalogue.

1. **Kindergarten Theory I.**—A study of the interests, activities and capacities of children and the significance of these for educational purposes. Light is thrown upon inherited attitudes and tendencies by a brief study of early racial history. Some of the references used are: Anthropology—Tylor, *Some First Steps in Human Progress*—Starr, *The Origins of Invention*—Mason, *The Story of Ab—Waterloo*, *Beginnings of Art*—Grosse, *The Origins of Art*—Hirm, *Primitive Music*—Wallascheck, etc. The texts used are: *The Child*—Tanner, *The Place of Industries in Early Education*—Dopp, *The School and Society*—Dewey, *The Child and the Curriculum*—Dewey.

2. **Kindergarten Theory II.** Texts: Froebel's *Educational Laws*—Hughes, Froebel's *Mother Play* and his *Education of Man*. References: Books and magazine articles bearing upon the subject of early education.

3. **Story Telling.**—This course emphasizes the great importance of the story as an educational factor and aims to make the student acquainted with much of the best literature for young children and with principles of selection, adaptation and presentation that control its use. Continuous practice in telling stories brings power of concentration and freedom of expression. Literature in the *Elementary School* by Porter Landor McClintock is used as a text. The stories used are chosen from widely varied sources. Recent books by Sara Cone Bryant, Edna Lyman and others as well as the standard collections of Grimm, Dasent, Jacobs, are in constant use.

4. **Kindergarten Games and Songs.**—Collecting, studying and classifying songs and games which are especially appropriate for young children. Arriving at discrimination in the selection of these and becoming proficient in their uses. Playing games. Dramatizing stories.

5. **Study of Materials.**—This course aims to show the purposes and values of the materials used in early education and give practi-

cal training in their manipulation. Along with the study of Froebel's Gifts and Occupations are included other materials which have been found valuable. The new didactic materials of Madame Montessori are at hand for study and comparison.

6. **Course in Handwork.**—(See Primary Course 3).

7. **Kindergarten Observation.**—Daily observation in the kindergarten throughout one term as a preparation for practice teaching. Practically all the teaching for observers is done by the supervisor and definite instructions as to what to look for and report upon are given. Constant effort is made to establish connections between theory and practice and to increase the student's interest in child study. Reference reading and classroom discussion accompany this work.

8. **Kindergarten Teaching.**—The kindergarten program is based upon an effort to utilize, interpret, enrich and extend the experiences of the children in connection with their home and out of door life and to direct and train the powers which are ripe for cultivation at this time. Conversation, stories, pictures, songs, games, rhythmic activities, constructive occupations, excursions, etc., are means to this end. The student teacher participates in every phase of kindergarten procedure and the aim is to teach her to take hold of the instinctive activities of the children and turn them to account educationally without destroying their essential characteristics.

9. **Kindergarten Principles.**—The application of educational principles to the selection of the content of the kindergarten program. Viewing this program as a phase of the school curriculum and seeing the relation which it bears to the courses of study that follow. A critical study of typical programs. Collecting references and planning programs for parents' or mother's meetings is also included in this course.

10. **Primary Methods.**—(See Primary Course I.)

11. **Observation in the Primary.**

12. **Teaching in the Grades.**

The Primary Course

Those who take the major part of their work in the primary department, in order to receive the advanced diploma will take the following primary and kindergarten course in addition to the regular courses in the normal school department given by the special teachers of the subjects there.

1. **Primary Methods**—A systematic view of the possibilities and needs of children from six to ten years of age, the preparation for

the lower grades made in the home and the kindergarten, a study of the changing interests as shown in their out of school activities, a brief view of the history of "Infant Schools," the reading of some of the best current literature in regard to the problems of this stage of education, suggestions as to the right basis for formulation of a course of study, the investigation of the outlines of work for these grades as formulated in some of the best schools of the country. Each subject of the usual primary school curriculum will be discussed as regards its purposes, subject, matter, methods, text books, reference books. Teaching children to study will be discussed in connection with each subject.

2. **Story Telling.**—(Same as in Kindergarten.)

3. **Handwork as Related to Industrial Life.**—A course in simple handwork adapted to the lower grades, placing special emphasis on the evolution of the typical industries of weaving, basketry, pottery and wood work from the industries of primitive man.

4. **Games and Songs.**—(Same as Kindergarten.)

5. **Kindergarten Theory I.**—(See Kindergarten.)

6. **Observation in the Grades.**

7. **Primary Teaching.**—In this course the student studies the primary school in actual operation, participating in its morning exercises, taking charge of class room teaching, directing the games of the playground, helping in the planning of festivals, studying the possibility of finding in the actual life of the school the subject matter and motive for formal instruction. All work is carefully planned with the critic teachers. The student is urged to self criticism, frequent conferences with the critic teacher directing the work and the student's effort is supplemented by the observation of teaching by the instructor. The Critic Meetings offer opportunity for the discussion of the principles underlying the class room work. The result hoped for is the development of an intelligent comprehension of the problems of a primary school and the power to meet these under varying conditions.

Catalog of Students, 1914-1915

Senior Class

- Abraham, Mata M., Janesville.
Adams, Lovina R., Luverne.
Adams, Una M., Elysian.
Allen, Mildred, Kasota.
Amidon, Ruth P., Minneapolis.
Anderson, Blanche H., Mankato.
Anderson, Clara A., West Concord.
Anderson, Edna M., Round Lake.
Anderson, Emma V., Mankato.
Anderson, Hazel, Hopkins.
Anderson, Helen M., Mankato.
Anderson, Myrtle G., St. Paul.
Bailey, Edna, Amboy.
Ballou, Stella V., Racine.
Barber, Ruth A., Redwood Falls.
Barnett, Eva M., Kilkenny.
Bauer, Alma E., Arlington.
Bergeland, Eva A., Dawson.
Black, Ethel I., Rushmore.
Borchardt, Leola H., Welcome.
Bowen, Esther A., Cambria.
Boyle, John M., Winthrop.
Brecht, Everilde C., Minnesota Lake.
Britton, Helen E., Janesville.
Broberg, Agnes A., Blue Earth.
Brockway, Grace E., Luverne.
Brockway, Lillian I., LeSueur Center.
Brom, Joseph J., Veseli.
Brose, Lucille C., Luverne.
Buck, Ethel M., Waseca.
Buell, Ruth M., Kasota.
Burlison, Hazel M., Mankato.
Burmeister, Fern C., Mankato.
Burns, Isabel, Springfield.
Burns, Veronica L., Mapleton.
Callister, A. Blanche, Kenyon.
Canon, Winnifred, Armstrong, Ia.
Carey, Pearl L., Mapleton.
Christenson, Mary, Marshall.
Clark, Emma, Pipestone.
Clark, Marie E., Lake Crystal.
Clarkin, Mayme C., Montgomery.
Clay, Pearl M., Waterville.
Clements, Gertrude D., Mankato.
Collins, Edith R., Redwood Falls.
Colton, Mary E., Fairmont.
Cone, Norma F., Mankato.
Conniff, Agnes B., Faribault.
Conroy, Theresa J., Prior Lake.
Cottrell, Alfaretta, Alden.
Covell, Myrtle E., Atwater.
Crosby, Marguerite, Madelia.
Cull, Alice M., Tracy.
Daly, Pauline, Mankato.
Darche, Genevieve C., Waterville.
Davidson, Elsie, Janesville.
Dawson, Esther M., Northfield.
Devany, Anne M., Minneapolis.
DeVries, Jeannette, Excelsior.
Dewey, J. Clarence, Canby.
Distad, Emma A., Hayfield.
Donlon, Anna E., Morton.
Drake, Marian G., Blue Earth.
Dunn, Anna M., Windom.
Dunn, Sara, Mankato.
Dysslin, Hazel G., Oakland.
Eastwold, Clara M., LeRoy.
Edgren, Ruth V., Willmar.
Edwards, Hazel J., Mankato.
Ellis, Esther H., Lake Crystal.
Esser, Agnes C., New Ulm.
Esser, Melinda V., Austin.
Farrell, Rose M., Franklin.
Farrington, Minnie E., Waterville.
Fenske, Selma J., Mankato.
Fenstermaker, Verna P., Beaver Creek.
Fering, Louise, Lamberton.
Feroe, Ella N., Madison.
Finley, Zenobia H., Danube.
Fitzpatrick, Lulu G., Jordan.
Flowers, Dorothy, Cleveland.
Flynn, Frances M., Slayton.
Fogarty, Myra, Rochester.
Frost, Jennie M., Minneota.
Gibbs, Lillith M., Zumbrota.
Gjevre, Marie C., Minneapolis.
Gordon, Arline, Montevideo.
Grass, Lillian M., Austin.
Hall, Mabel N., Winnebago.
Hanlon, Veronica M., Blooming Prairie.
Harding, Charles J., Mankato.
Hayes, W. Harold, Medford.
Heydon, Jessie M., N. Mankato.
Hiller, Matie J., Brownsdale.
Hodapp, Robert J., Eagle Lake.
Holbrook, Blanche, New Richland.
Holcomb, Una, Beardsley.
Holgerson, Anna M., Junction City, Ore.
Holte, Hartley M., Grand Marais.
Holzinger, Erna F., New Ulm.

- Hoverson, Anna, Pemberton.
Howard, Beulah, Frederic, Wis.
Hughes, Eunice, Mankato.
Hughes Hazel A., LeSueur Center.
Hulebak, Selma T., Kenyon.
Jardine, Gladys H., Kasota.
Johnson, Clara J., Heron Lake.
Johnson, Grace A., Heron Lake.
Johnson, Lillian E., New Ulm.
Johnson, Margaret E., Kasota.
Johnson, Ruth A., Kasota.
Jones, M. Mae, Lime Springs, Ia.
Jones, Susan E., Winona.
Jordet, Hannah, Sacred Heart.
Keenan, Laura B., Bismarck, N. D.
Kendall, Cora E., Byron.
Keogh, Evelyn, Cleveland.
Kettlewell Elsie J., Mankato.
Kinner, Celeste, Huron, S. D.
Kirby, Mabel E., Kasota.
Kjorlaug, Lettie L., Madelia.
Klugherz, Amanda, New Prague.
Knudsen, Clara C., Lime Springs, Ia.
Knudsen, Johanna M., Sleepy Eye.
Koerbitz, Elsie E., Waseca.
Krefting, Laura T., Minneapolis.
Laabs, Clara E., Jordan.
Lamberton, Helen M., St. Peter.
Landes, Lauretta E., Adrian.
Lang, Grace L., Glenville.
Larsen, Hazel T., Granite Falls.
Larson, Marjorie T., Wells.
Larson, Mildred E., Madelia.
Laurie, Helen, Baker, Oregon.
Mace, Gage, Eagle Lake.
Lawin, Clara M., Waseca.
Lawin, Laura A., Waseca.
Lawrence, M. Lucile, Brownsdale.
LeBarron, Pearl J., Rochester.
Lehman, Edna C., N. Mankato.
Lewis, Marguerite, South St. Paul.
Lock, Edith, Hartley, Ia.
Lortz, Elva C. H., Dawson.
Luff, Katherine B., New Richland.
Lundberg, George W., N. Mankato.
Lundgren, Ellen T., Atwater.
Lundring, Charlotte, Canby.
Luther, Carrie D., Waterville.
Lynard, Katherine C., Mankato.
Lynch, Ilene R., Belle Plaine.
Lyon, Winifred M., Elysian.
McCain, Alice G., Watertown, S. D.
McCallister, Harriet E., Tracy.
McGovern, Mayme, Mankato.
McGrath, Elizabeth L., Minneapolis.
McGrath, Meria, Rushford.
McGuckin, Belle, N. Mankato.
McLaughlin, M. Florence, Hastings.
McLean, Ruth E., Redwood Falls.
McNamara, Mary, Mankato.
Mace, Gage, Eagle Lake.
Madson, Anna, Westbrook.
Mann, Pearl B., Mankato.
Maricle, Alma L., South Haven.
Marso, Mary M., Waseca.
Mead, Annie J., Berrien Center, Mich.
Meile, Jeanette, New Ulm.
Meister, Martha M., Kasota.
Melbostad, Alma C., Boyd.
Melbostad, Emma, Boyd.
Menten, Bessie B., Lake Crystal.
Meyer, Hattie E., St. Peter.
Michels, Ida C., Mankato.
Mickelson, Agnes J., Mankato.
Mikelson, Hazel B., Alpha.
Monson, Evelyn M., Sacred Heart.
Moore, Margaret L., Hopkins.
Mott, Marjorie A., Mankato.
Moulton, Leona M., Kasota.
Mountain, Lillian K., Good Thunder.
Mountain, Rose, Good Thunder.
Nelson, Ebba M., Franklin.
Nelson, Edna V., Fairmont.
Nelson, Helen J., Atwater.
Nelson, Mabel A., Glenville.
Nelson, Maude G., Blooming Prairie.
Nelson, Velma R., Jackson.
Ness, Elise M., Kenyon.
Neubauer, Cecilia, Minnesota Lake.
Nourse, Maude E., Minneapolis.
Nupen, Elizabeth, Tracy.
Nutter, Nancy A., St. Peter.
O'Brien, Harriet J., St. Paul.
O'Day, Helen F., Adrian.
Olson, Olga S., Watertown, S. D.
Osborne, Esther J., St. Peter.
Ostrander, Marie, Kasota.
Page, Pansy, Eden Prairie.
Pagel, Verona C., Mapleton.
Parker, Caroline M., Mankato.
Pass, Minnie U., Mankato.
Peterson, Phoebe L., Lyle.
Peterson, Vida E., Lyle.
Petrie, Gladys M., Janesville.
Pfisterer, Minnie, New Ulm.
Plantikow, Lyla G. L., Mankato.
Plantikow, Miranda M., Mankato.
Powell, Bessie M., Waterville.
Price, Merle J., Janesville.
Price, Zaida I., Janesville.
Pulver, Nora A., Kasota.
Purves, Ada, Tracy.
Rafdal, Hilda C., Jackson.
Randall, Julia P., Minneapolis.

Ree, Thea, Boyd.
 Regan, Mary V., Shakopee.
 Regnier, Blanche L., Marshall.
 Rice, Mabel E., St. Peter.
 Richardson, Pearl E., Howard Lake.
 Rist, Vina E., Nicollet.
 Roberts, Anna L., Lake Crystal.
 Rohrer, H. Dorothy, Henderson.
 Roster, Lena C., Northfield.
 Ruddy, Elizabeth, Owatonna.
 Sampson, Erma L., Faribault.
 Savage, Olive H., Austin.
 Schollert, Hertha A., Minneapolis.
 Schroeder, Anna D., Shakopee.
 Schwan, Juanita, Good Thunder.
 Schwarz, Edith M., Racine.
 Scott, Mildred M., Vernon Center.
 Scott, Ruth V., Mankato.
 Severson, Mabelle E., Brookings, S. D.
 Snyder, N. Faye, Mankato.
 Stigelbauer, Idabelle M., St. Peter.
 Strait, Della G., Jordan.
 Strand, Lydia V., St. Peter.

Swanson, Hildure I. M., Lafayette.
 Sweeney, Mabel A., Sutherland, Ia.
 Swenson, Emma K., Kasota.
 Tenney, Dora, Mapleton.
 Tenney, Grace M., Mapleton.
 Thayer, Jane, Mankato.
 Thomas, Ruby, Mankato.
 Timmer, Magdalen M., Tracy.
 Toal, Winnifred, Red Wing.
 Tolzman, Marie, Redwood Falls.
 Towler, Gertrude L., Farmington.
 Volk, Esther M., St. Peter.
 Wachtler, Wesley, N. Mankato.
 Whitcomb, A. Josephine, Atwater.
 Wigdahl, Belvina, Ruthven, Ia.
 Will, Hattie R., Prior Lake.
 Williams, Ruth F., Mankato.
 Willis, Ellen E., Janesville.
 Winter, Emma L., Owatonna.
 Woodrow, Eunice E., Luverne.
 Workman, Olive L., Northfield.
 Ziebarth, Helen C., N. Mankato.
 Ziebarth, Louise M., N. Mankato.

Junior Class

Aldrich, Pearl L., Mankato.
 Amundson, Mabel E., Delano.
 Anderson, Cora E., Elmore.
 Anderson, Florence O., Mankato.
 Anderson, Inest R., Porter.
 Anderson, Mabel A., Ivanhoe.
 Anderson, Olof S., Minneota.
 Armstrong, Caroline F., Mankato.
 Arneson, Ella M., Carver.
 Aschem, Mary O., Canby.
 Aspden, Nellie A., Excelsior.
 Bachmann, Fordyce E., Young America.
 Bailey, Della, Amboy.
 Baker, Henrietta, Excelsior.
 Barkeim, Clara, Lakefield.
 Barkeim, Olga T., Lakefield.
 Barnes, Dorothy H., Vernon Center.
 Bartlett, Stella L., Mankato.
 Bassette, Millie C., Pine Island.
 Beck, Martha A., Waseca.
 Beck, Signe E., Litchfield.
 Becker, Irma A., Echo.
 Bedessem, Gertrude E., Ivanhoe.
 Belatti, Louise, Watertown, S. D.
 Belatti, Nellie, Watertown, S. D.
 Benson, Hazel M., Willmar.
 Berens, Lidwin F., Shakopee.
 Bergstrand, Denah, St. James.
 Bett, Cecilia A., Minnesota Lake.
 Birkenmeyer, Hazel V., Marshall.
 Bishop, D. Elizabeth, Mapleton.

Bishop, Ruth V., Mapleton.
 Blanchard, Maude, Pipestone.
 Bornholdt, Winnifred, LeSueur Center.
 Bossuet, Helen J., Mankato.
 Bouchard, Rose C., New Ulm.
 Boyer, Evelyn M., Faribault.
 Bradford, Blanche A., Fulda.
 Breen, Magdalen C., Waseca.
 Breuer, Pearl M., St. Paul.
 Brown, Ella M., Granite Falls.
 Bruder, Edna M., Wells.
 Brusletten, Melinda H., Kenyon.
 Bryson, Eleanor C., Lake Crystal.
 Buchman, Bessie S., Buffalo Lake.
 Buggy, Anna C., Blue Earth.
 Burke, Julia A., Janesville.
 Bury, Pauline W., Montgomery.
 Bye, Myrtle O., Boyd.
 Cain, Hazel M., Bigelow.
 Campbell, Hazel, Lake Wilson.
 Campbell, Helen M., Park Rapids.
 Campbell, Marian I., Ivanhoe.
 Cantine, Marinda K., Walnut Grove.
 Carlander, Anna O., St. Peter.
 Carlson, George K., Maynard.
 Carson, Ethel C., Fairfax.
 Chambers, Stella J., Mankato.
 Chapin, Gladys V., Minneapolis.
 Chapman, Aurilla L., Shakopee.
 Chapman, Georgia B., Shakopee.
 Chapman, Rhoda I., Garden City

- Coghlan, Mary A., Boyd.
Colby, Mabel A., Hills.
Cole, Nellie M., Amboy.
Conway, Margaret E., Waseca.
Corbid, Ethel M., Mankato.
Corbid, Maude V., Mankato.
Corcoran, Cecelia, Mankato.
Corcoran, Mabel, Mankato.
Corcoran, Nellie, Mankato.
Cotton, Erma, Pipestone.
Cox, Kathryn M., Adrian.
Crain, John F., Mankato.
Crane, Ida M., Garden City.
Crawford, Helen G., Lakefield.
Cutkosky, Meta E., Nicollet.
Cutkosky, Oscar F., Nicollet.
Cutting, Mary V., Sleepy Eye.
Dalen, Olive E., Hayfield.
Darche, Cecile M., Waterville.
Davidson, Ora J., Janesville.
Davies, H. Lenore, Mankato.
Davis, Bernice, Mankato.
Davis, Esther I., Minneapolis.
Dawald, Charlotte M., Waterville.
Deets, Gertrude, Mankato.
Deputy, Mary L., Mankato.
Devany, Mary C., Minneapolis.
Devitt, Catherine M., St. Paul.
Dietrich, Mabel A., Luverne.
Dodge, Myra, Mankato.
Donahue, Margaret E., Albert Lea.
Drake, Ila M., Northfield.
Eckstrom, Selma E., Butterfield.
Ederer, Isabel M., Morton.
Eigenbrodt, Verna, Faribault.
Elliott, Cora M., Walnut Grove.
Ellsworth, Ruth M., Adrian.
English, Nora M., Albert Lea.
Erlandson, Alma, Franklin.
Erpestad, Sophie, Windom.
Evans, Harriet E., Pipestone.
Evans, K. Alma, Pipesone.
Evans, Stella, Cambria.
Evenson, Clarissa B., Sacred Heart.
Evenson, Constance E., Amboy.
Fagan, Agnes C., Ellsworth.
Fairbanks, Elsie A., Winnebago.
Falk, Hilma E., Sherburn.
Fertig, Daisy I., Minneapolis.
Fitch, Cornelia, Red Wing.
Fiss, Amanda E., Gaylord.
Fiss, Clara E., Gaylord.
Flowers, Retta, Ottawa.
Fluey, Mary A., Granada.
Fogarty, Louise C., Ellsworth.
Fowlds, Mary, Arco.
Frees, Helen C., Lakefield.
Garrett, Sarah J., Mankato.
Gavin, Stella K., Austin.
Gillander, Hattie M., Morgan.
Glover, Grace J., Woodstock.
Good, Veronica I., Vernon Center.
Gorman, Rose E., Waseca.
Graham, Wynifred, Vernon Center.
Guetzlaff, Magdalena K., Ceylon.
Gulbrandson, Tilda, Hanska.
Gutfleisch, Marjorie I., Janesville.
Hagerty, Jennie M., Kilkenny.
Hallman, Ella, Mankato.
Halverson, Cora A., Hanska.
Halverson, Ethel V., Jasper.
Halverson, Lillian E., Hardwick.
Hammergren, Myrtle C., Minneapolis.
Handy, Ida M., Granada.
Hanna, Gladys, Mankato.
Hanson, Amalia, Jackson.
Hanson, Ruth G., Lake Benton.
Harrington, Leone, Windom.
Hauge, Esther F., Nerstrand.
Haugstul, Alona H., Kenyon.
Haynes, Emma H., Delavan.
Haynes, Florence, Delavan.
Hellevik, Helga, Mankato.
Henkel, Adelheid, Kenyon.
Hess, Elizabeth, LeSueur Center.
Hicks, Naomi A., Tracy.
Hilstad, Marie, Kenyon.
Hislop, Jessie J., Mapleton.
Hodapp, Charlotte M., N. Mankato.
Hoefling, Margaret C., New Prague.
Hojem, Mathilda, Springfield.
Holmen, Hazel O., Sherburn.
Housgord, Ruth M., Mankato.
Hovig, Marjorie B., Mankato.
Howe, Blanche W., Alden.
Hughes, Marie R., Mankato.
Hughes, S. Gladys, Mankato.
Hulberg, Beulah, Northfield.
Hullstrom, Cora A., Dawson.
Humble, Margaret R., Kasota.
Jackson, Stella M., Windom.
Jacobson, Jessie L., Kenyon.
Janda, Agnes M., Mankato.
Jensen, Hannah A., Franklin.
Johnson, A. Norah, Lake Crystal.
Johnson, Bertha A., Kasota.
Johnson, Carrie W., Minneapolis.
Johnson, Lena, Lake Crystal.
Johnson, Lillian M. E., Winthrop.
Johnson, Ruth M., Kasota.
Johnston, Hazel E., Mapleton.
Johnston, Lola M., Maynard.
Jones, Ruth M., Huron, S. D.
Jorgensen, Mary H., Tyler.

- Keaveny, Elizabeth G., Morton.
Keck, Ada A., Fairmont.
Keeley, Veronica E., Janesville.
Keeley, Mayme E., Owatonna.
Kennedy, Fern, Redwood Falls.
Kern, Margaret P., Mankato.
Kinney, Ottie, Glendive, Mont.
Kitterman, Nellie W., Luverne.
Klelst, Esther E., Germania Ia.
Klenk, Elmira M., Easton.
Kloyda, Zophia C., Austin.
Korsell, Ethel A., Mankato.
Korte, Joseph, New Prague.
Kosmoski, Frances, Owatonna.
Kosmoski, Pelagia, Owatonna.
Kosmoski, Teresa, Owatonna.
Krautkremer, Sylvia, Jordan.
Krueger, Clara, Mankato.
Kurth, Mabel, Mankato.
Lang, Daisy J., Mankato.
Larson, Elsie, Fairmont.
Larson, Emma A., Alden.
Larson, Julia, Dawson.
Larson, R. Jeanette, Alden.
Law, Cora A., Northfield.
Lawrence, Delpha H. V., Winthrop.
Leavitt, Gladys L., Mankato.
Lee, Oleanna, Currie.
Lee, Ruby, Comfrey.
Leebens, Johanna, Fulda.
Lehr, Erna H. L., Kasota.
Libaire, Ethel M., Adrian.
Liskey, Cella G., Wood Lake.
Little, Dora A., Elmore.
Lynch, Rose A., Waseca.
McAneny, A. E., Faribault.
McBride, Hazel, Marietta.
McCarthy, Mary E., Claremont.
McCarty, Genevieve L., Good Thunder.
McDonald, Isabel H., Austin.
McGregor, Grace A., Vesta.
McNiven, Mary E., Marshall.
Madson, Della J., Madelia.
Malmberg, Hannah C., Winthrop.
Markson, Stella H., Owatonna.
Maruska, Lyly L., New Prague.
Melvin, Mary C., Ivanhoe.
Merkel, Flora E., Fairfax.
Midboe, Louise, Adrian.
Mikkelson, Marie, Granite Falls.
Miller, Pearl M., Morristown.
Mills, Selenia K., Rochester, N. Y.
Mitchell, Blanche A., Rushmore.
Moodie, Elizabeth I., Watertown, S. D.
Moore, Lael I., Alden.
Moore, Vesta I., Mankato.
Morgan, Ruth A., Windom.
Morris, Amy V., Mapleton.
Morrison, Laurel M., Mankato.
Morrow, Bernice M., Mankato.
Mountain, Josephine, Good Thunder.
Mueller, Clara A., Morristown.
Nasman, Linda V., St. James.
Nelson, Hilda H., Winthrop.
Newcomb, Reba L., Minneapolis.
Newell, Annie E., Belle Plaine.
Nichols, Ruth P., Northfield.
Nomeland, Hilda, Porter.
Nupen, Mabel C., Tracy.
Nutt, Pearl, Lake Crystal.
Nystrom, Margaret I., St. Peter.
Ohlsen, Ella E., Wabasso.
Olson, Ruth M., Atwater.
Owens, Margaret E., Chester, Ia.
Pardy, Marguerite, Colman, S. D.
Paswalk, Bertha I., Mankato.
Paswalk, Lily M., Mankato.
Paulson, Anna, Lake Crystal.
Paulson, Ruth M., Albert Lea.
Pederson, Minnie, Rapidan.
Pennington, Eunice G., Fairmont.
Peters, Elsa W., Janesville.
Petersen, Effie F., Heron Lake.
Peterson, Dora J., Frost.
Peterson, Hazel E., Atwater.
Peterson, Lottie J., Hayfield.
Petrich, Selma U., Vernon Center.
Picho, Clara, New Prague.
Pilz, Hulda E., Alpha.
Pirkl, Emma, Owatonna.
Poehler, Marvel A., LeSueur Center.
Polesky, Helene E. C., Sleepy Eye.
Porter, Myrtle A., Willmar.
Posz, Ada B., Sanborn.
Pritchard, Ruth E., Lake Crystal.
Pruett, Gertrude I., Northfield.
Quinn, Helen A., Owatonna.
Rabe, Edna, Morgan.
Rabe, Helen V., Blue Earth.
Randall, Edith M., Jackson.
Rasmusson, Lillian M., Owatonna.
Rath, Lois M., Mankato.
Rauk, Anna M., Nerstrand.
Reed, Mildred, Watertown, S. D.
Reeves, Geneva M., Windom.
Rempel, Helen E., Mountain Lake.
Rethwill, Esther S., LeSueur.
Roberts, Earl F., Arco.
Roos, Hazel E., Mankato.
Rosenau, Sadie M., LeSueur Center.
Roth, Esther E., North Branch.
Roust, Henry A., Mankato.
Rovainen, Verna A., Franklin.
Rudberg, Agnes V., Mankato.

*Russell, Ada, N. Mankato.

Russell, Anna E., N. Mankato.

Rydberg, Nettie A., Kasota.

Samuelson, Elvira H., Lafayette.

Sandifer, Margaret, Albert Lea.

Sauer, Ethel M., Ogilvie.

Schaefer, Bertha M., Mankato.

Schaper, Elsie I., Darfur.

Schindler, A. Maurine, Merriam Park,
St. Paul.

Schlinker, Florence M., Shakopee.

Schmitz, Frances M., St. Clair.

Schultz, Hilma, Heron Lake.

Scott, Dorothy M., Mankato.

Seely, Blanche W., Westbrook.

Sharp, Hazel G., N. Mankato.

Shattuck, Howard C., Altura.

Shaw, Mary L., Lake Crystal.

Shaw, Tilda T., Lake Crystal.

Sherer, Ruth, Rochester.

Sherk, Marietta, Mankato.

Simes, Gazelle E., Slayton.

Simmons, Lucy B., Spencer, S. D.

Sinotte, Ruth F., Mankato.

Skipton, Ethel M. Kasota.

Skipton, F. Irene, Kasota.

Slettedahl, Peter J., Dawson.

Smith, Dorothy D., Mankato.

Smith, Helen M., Marietta.

Snyder, Esther L., Mankato.

Sorenson, Ida C., Tyler.

Spiess, Cecella, St. Peter.

Steen Ella J. Franklin.

Sterling, Hazel E., Echo.

Sterling, Ruth E., Echo.

Stevens, Bernece H., Fairfax.

Stitzel, Hazel M., Welcome.

Stoos, Elsie M., Faribault.

Strand, Christiane E., St. Peter.

Strom, Helena, Gibbon.

Sugarman, Abraham L., Minneapolis.

Sukau, Eunice G., Mountain Lake.

Swain, Lois I., Elysian.

Swalestuen, Judith D. A., Jasper.

Swenson, Cora E., Boyd.

Taylor, Gladys, Mankato.

Taylor, Marie, Austin.

Tellet, Harriet A., Wells.

Thomas, Agnes M., Owatonna.

Thomas, Bessie A., Mankato.

Thomas, Effie, Mankato.

Thomas, Harriet L., Wells.

Thomas, Myrtle V., Marshall.

Thompson, Antoinette M., Franklin.

Thompson, Clara F., Minneapolis.

Thompson, Florence H., Austin.

Thompson, Irene E., Lakefield.

Thronsen, Blanche A., Hayfield.

Tibbedeaux, Blanche M., Windom.

Tryggeseth, Josie K., Dawson.

Tuberg, Alice, Mankato.

Tupper, Leon B., Maynard.

Tydemann, Lella M., Montevideo.

Umhoefer, Helen L., Adrian.

Umhoefer, Henrietta K., Adrian.

Updyke, Annabell, Fulda.

Upson, Martha, Lake Crystal.

Vagstad, Valborg, St. James.

VanWinkle, June L., Mankato.

Viall, Martha D., Winnebago.

Walsh, Sarah, St. Paul.

Warren, Eva M., Medford.

Weaver, Eliazabeth A., Easton.

Weaver, Roba B., Mapleton.

Weckworth, Pearl, LeSueur.

Welch, Gladys M., N. Mankato.

Welch, Magdalen C., N. Mankato.

Welsh, Ethel C., Sanborn.

Wendlandt, Paul, Good Thunder.

Wenstorm, Dewella M., St. James.

Wenstrom, Emma J., St. James.

Wenz, Alice M., Hector.

Wesner, Elma T., Lakefield.

Westerdahl, Elsie C., Fulda.

Wexler, Lena, Winnebago.

Whitcomb, Marie L., Albert Lea.

White, Eva M., Redwood Falls.

Whiting, Edna, Chokio.

Whitmer, Verna E., Fairfax.

Wiberg, Mary, Lake Crystal.

Wiggins, Mae I., Walnut Grove.

Williams, Aurel E., Bingham Lake.

Williamson, Ruth C., Hudson, Wis.

Wilson, Adeline M., Janesville.

Wilson, Marie, Janesville.

Wingen, Florence, St. Clair.

Wolford, Myrtle F., St. James.

Wright Grace M., Dennison.

Young, Gladys E., Mapleton.

Zabokrtsky, Rhea M., Pipestone.

* Deceased.

Second Class

Anderson, Agnes C., Mankato.
 Banker, Grace I., N. Mankato.
 Bohan, John E., Mankato.
 Brude, Anna M., Mankato.
 Caldwell, Gladys B., N. Mankato.
 Chenoweth, Clara M., Mankato.
 Christianson, Marie, Alden.
 Cone, Marjorie R., Mankato.
 Danielson, Lusia D., Hendricks.
 Doecke, Hertha R., Wanda.
 Gillick, Eugenia E., Riverside, Cal.
 Gustafson, Ruth, Mankato.
 Harvey, Leilah M., Eagle Lake.
 Hoffman, Bertha M., Mankato.
 Hoyme, Cora M., Hills.
 Hoyme, Maebel S., Hills.
 Johnson, Fern C., N. Mankato.
 Johnson, Irene A., Mankato.
 Kjestad, Clara R., Madelia.
 Knudtson, Hannah, Good Thunder.
 Langlie, Augusta O., New Ulm.
 Larson, Hilda V., Hanska.
 Lexa, Ida E., Lonsdale.
 Macbeth, Annie M., Eagle Lake.

Maxfield, Bertha L. M., Mankato.
 Moes, A. Margaret, Mankato.
 Morrison, Luella M., Mankato.
 Nelson, Hattie E., Askov.
 Neubert, Ella, Mankato.
 Nostdahl, Ruth E., Mankato.
 Olson, Nettie M., Red Oak, Ia.
 Packard, Mary E., Fairmont.
 Paff, Mabel W., Mankato.
 Peterson, Vernie G., Round Lake.
 Radcliff, Chloris F., Mankato.
 *Radeke, Winent M., Princeton.
 Rash, Laura V., Mankato.
 Rohlf, Wilhelmina A., Nicollet.
 Stege, Alma E., Nicollet.
 Swanson, Agnes E., Lafayette.
 Temple, Stella T., Kiester.
 Thormodson, Clyda H., Hanska.
 Turek, Joseph, Montgomery.
 Wheeler, Raedie, Slayton.
 Wildes, Isabel, N. Mankato.
 Woodbury, Florence, Marietta.

* Deceased.

Third Class

Anderson, Hilda V., Mankato.
 Anderson, Lillian B., Slayton.
 Andrews, William H., Oxley, Mo.
 Anthony, Clara L., Granada.
 Ballard Grace, Warren.
 Baynes, Florence G., Eagle Lake.
 Bean, Clara E., Comfrey.
 Bergersen, Ida B., Mankato.
 Bliton, Matie, Gordonsville.
 Bowen, Maude L., Mapleton.
 Brady, Lalah V., Northfield.
 Brandrup, Cleo L., Mankato.
 Brewer, Carrietta M., Mankato.
 Bruels, Clara, Mankato.
 Burwell, Allison M., Mankato.
 Cantine, Lydia F., Walnut Grove.
 Carlson, Alma E., Lake Crystal.
 Carter, Olive E., St. Louis Park.
 Caven, Bessie E., Mankato.
 Christopherson, Lauris, Echo.
 Corcoran, Mae M., Belle Plaine.
 Dick, Claus K., Bingham Lake.
 Diskin, Marie I., Butterfield.
 Doran, Mary R., Eagle Lake.
 Edwards, Alvina, Mankato.
 Evans, Gwen M., Cambria.
 Faivre, Florence V., Monterey.

Flowers, Hazel M., Cleveland.
 Gee, Flora A., Cottonwood.
 Gee, Flossie A., Cottonwood.
 Green, Ruth V., Balaton.
 Harris, Veta, Austin.
 Helland, Elizabeth J., Ruthton.
 Hiller, Mary M., St. Francis.
 Homan, Lauretta B., Adrian.
 Hughes, Gertrude R., Mankato.
 Jensen, Emma V., Mankato.
 Jirik, John A., Veseli.
 Johnson, Lora M., Alden.
 Johnson, Loretta C., Mankato.
 Juberian, Eleanor, Mankato.
 Klages, Ruth B., Mankato.
 Knox, Lillian P., Fulda.
 Landberg, Elsie W., Pillager.
 Lee, Gladys F., Rapid City, S. D.
 Michels, Anna, Nicollet.
 Moeri, Laura, Eagle Lake.
 Moore, Elizabeth E., Windom.
 Mountain, Winifred F., Good Thunder.
 Murphy, Lulalla, Mankato.
 Myhre, Anna, Minnesota.
 Nelson, Josephine M., Alden.
 Norton, Lucile C., Alden.
 Osborne, Elizabeth, St. Peter.

Pate, Magdalen B., LeSueur Center.	Scott, Vada M., Mankato.
Pederson, Selma A., Amboy.	Sherrill, Maggie E., Windom.
Pendleton, Ray, N. Mankato.	Skovgard, Clara, Hills.
Pollman, Alvina E., N. Mankato.	Smith, Herbert L., Mankato.
Preston, Grace E., Smith's Mill.	Stade, Emma L., Dunnell.
Quinn, Marcellette L., Mapleton.	Stark, Ruth L., Darfur.
Rask, Miranda C. H., Butterfield.	Stensrud, Bernice C., Hartland.
Ridgeway, Myrtle, Kinbrae.	Thomas, Lily A., Mankato.
Ridinger, Pearl L., Fairmont.	Thompson, Carrie, Nelson, Wis.
Roberts, Olive A., Lake Crystal.	Wilson, Elizabeth, Clements.
Ruud, Bertha C., Hills.	Wirig, Mildred M., Madison Lake.
Schaffer, Betty, Austin.	

Elementary Class

Becker, Laura I., Morristown.	Kurth, Laura M., Mankato.
Beighley, Eliza J., Gordonsville.	Lull, Anna, Owatonna.
Blestrud, Martha, White Earth, N. D.	Lyon, Stella C., Elysian.
Braaten, Rikka A., Mankato.	Lyons, Florence M., Madison Lake.
Brady, Mary L., LeSueur Center.	Lyons, James H., Madison Lake.
Briggs, Bessie, Amboy.	McCarthy, Myrtle M., Madison Lake.
Burfield, Mary, Waconia.	Maxfield, Ella A., Mankato.
Carter, M. Ada, Mankato.	Mountain, Katherine, Good Thunder.
Chard, Lulia, Belle Plaine.	Nielsen, Emma E., Alden.
Christopherson, Inga, Hartland.	Nomeland, Thilda, Porter.
Classick, Ruth, Mankato.	Older, Lottie F., Granada.
Colbert, Bridget C., Green Isle.	Osmun, Hazel E., Beaver Creek.
Cole, Jessie M., Amboy.	Paddock, Alice E., Mankato.
Corcoran, Myrtle E., Belle Plaine.	Peterson, Clifford, Mankato.
Cosgrove, Margaret F., Green Isle.	Peterson, Florence, Round Lake.
Curran, Cecelia R., Waseca.	Phare, Pearl A., Northfield.
Dackins, Margaret, Mankato.	Pond, Blanche, Blue Earth.
Davis, Olive M., Lynd.	Quinlan, Elsie J., Ocheyedan, Ia.
Davy, Winifred A., Currie.	Russell, Stella M., Eagle Lake.
Dhabolt, Vernie M., Jeffers.	Schroeder, Harold G., Mankato.
Erickson, Rena A., Granada.	Schuette, Gertrude M., Waseca.
Fessler, Luise K., Hardwick.	Secrest, Blanche H., Dundee.
Foshage, Augusta, Spirit Lake, Ia.	Secrest, Mabel, Dundee.
Francis, Edythe, Dundee.	Shea, Margaret C., Woodstock.
Fritzner, Amelia C., Pine River.	Shellum, Agnes E., Hanska.
Goodrich, Polly L., Easton.	Smith, Margaret E., St. Clair.
Gruys, Clara, Brewster.	Sulem, Ada E., Butterfield.
Gunsolus, Hattie, Janesville.	Sullivan, Mary I., Guckeen.
Halvorson, S. Cleonora, Tracy.	Thayer, Faye Z., Winnebago.
Hecht, Lydia M., Waseca.	Tooker, Mary C., Elysian.
Holzmeister, Madeline E., Adrian.	Voldahl, Ida M., Frost.
Jones, Hazel A., Cambria.	Wanke, Emma L., Rochester.
Karnes, Katherine H., St. Joseph, Mo.	Weir, Stasia M., Vernon Center.
Kelly, Elizabeth B., Carver.	Willis Grace, Eagle Lake.
Kinsley, Eileen B., Easton.	Wiltsey, Verna O., Rochester.
Kinsley, Marie M., Easton.	Wingen, Marjorie, St. Clair.
Kurth, Hazel, Mankato.	Zehm, Martha A., Custer, Mont.

Special Students

Bain, Janet M., Mankato.	Potter, Isabel O., Tracy.
Bangerter, Minnie, Mankato.	Richards, S. Blodwen, Mankato.
Boston, Etta E., Mankato.	Rooney, M. Catherine, Chippewa
Cooper, Margaret, Mankato.	Falls, Wis.
Erlandson, Helene G., Maynard.	Schoelkopf, Hazel, Mankato.
Heglund, Selma E., Mankato.	Stevenson, Louise, Mankato.
Hub, Julia M., Mankato.	Wells, Frances, Mankato.
Irving, Jessie B., Mankato.	Willard, Clara E., Mankato.
Nitzkowski, Ellen, Mankato.	Williams, Alice, Mankato.
Parker, Minnie E., Mankato.	

SUMMARY OF ENROLLMENT.

Normal School.

Senior Class	222
Senior Kindergarten Class.....	37
Junior Class	353
Junior Kindergarten Class	36
Second Class	46
First Class	77
Elementary Class	74
Special Students	18
Normal School Total.....	863

Elementary School.

Grammar Grades	81
Intermediate Grades	108
Primary Grades	104
Kindergarten	73
Elementary School Total	366
	1229
Deduct Students Counted Twice.....	18
Total Enrollment	1211
Enrollment, September to June.....	509
Number of Graduates, 1914-1915.....	159
Enrollment of Normal School, Summer Term, 1914.....	438



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